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ABSTRACT

One of a series of monographs on specific topics in the transition of students with disabilities, this publication focuses on student-focused conferencing and planning. An introductory chapter defines terms, considers who can use student-focused conferencing and planning, summarizes relevant research, and identifies essential ingredients and benefits of this approach. Chapter 2 addresses characteristics of student-focused conferencing and planning with sections on self-determination and self-advocacy, types of conferences and planning, and helping students to participate in planning meetings. Chapter 3 discusses conducting student-led conferences with an overview of the student-led conference model, the components of a student-led conference, and possible issues that may arise. Chapter 4 is on conducting student-centered planning sessions and includes an overview, the components of student-centered planning, and possible issues. Chapter 5, on student-directed meetings, also provides an overview and identifies components and possible issues. The last chapter offers some final thoughts on the value of student-focused conferencing and planning for developing collaboration, community building, and change for all participants. An annotated bibliography is appended. (Contains 33 references.) (DB)

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